DOCUMENT RESUME

ED 239 948 SO 015 220

AUTHOR Sammut-Tovar, Dorothy
TITLE Cur Wild Neighbors: Teaching Unit (Grades 1-3).
INSTITUTION Peninsula Humane Society, San Mateo, CA.
PUB DATE [83]
NOTE 43p.
AVAILABLE FROM Peninsula Humane Society, Humane Education Department, 12 Airport Blvd., San Mateo, CA 94401 (free to San Mateo County teachers, $5.00 to those outside SMCO).
PUB TYPE Guides - Classroom Use - Guides (For Teachers) (052) -- Guides - Classroom Use - Materials (For Learner) (051)

EDRS PRICE MF01/PC02 Plus Postage.
DESCRIPTORS Animals; *Child Responsibility; Health Education; Instructional Materials; Interdisciplinary Approach; Language Arts; Learning Activities; Mathematics Instruction; Primary Education; Science Education; Social Studies; *Wildlife
IDENTIFIERS California (San Mateo); *Humane Education; PF Project

ABSTRACT

Designed to sensitize primary grade students to the responsibilities of protecting wild animals, this teaching unit contains a variety of interdisciplinary worksheets and activities. Although focusing on wild animals indigenous to San Mateo County (California), materials are easily adaptable for use in other areas. Examples of activities are building a bird feeder, photographing wild animals, solving puzzles, enacting role plays, and simulating the food chain. Lesson plans outline the various applications of activities in each of the following disciplines: language arts, social studies, health, science, and math. Also provided are a glossary for students, teacher answer key, and a list of media, print, and organizational resources. (LP)

****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****

Our Wild Neighbors

ED239948

Teaching Unit
(Grades 1 - 3)

U.S. DEPARTMENT OF EDUCATION
NATIONAL INSTITUTE OF EDUCATION
EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)

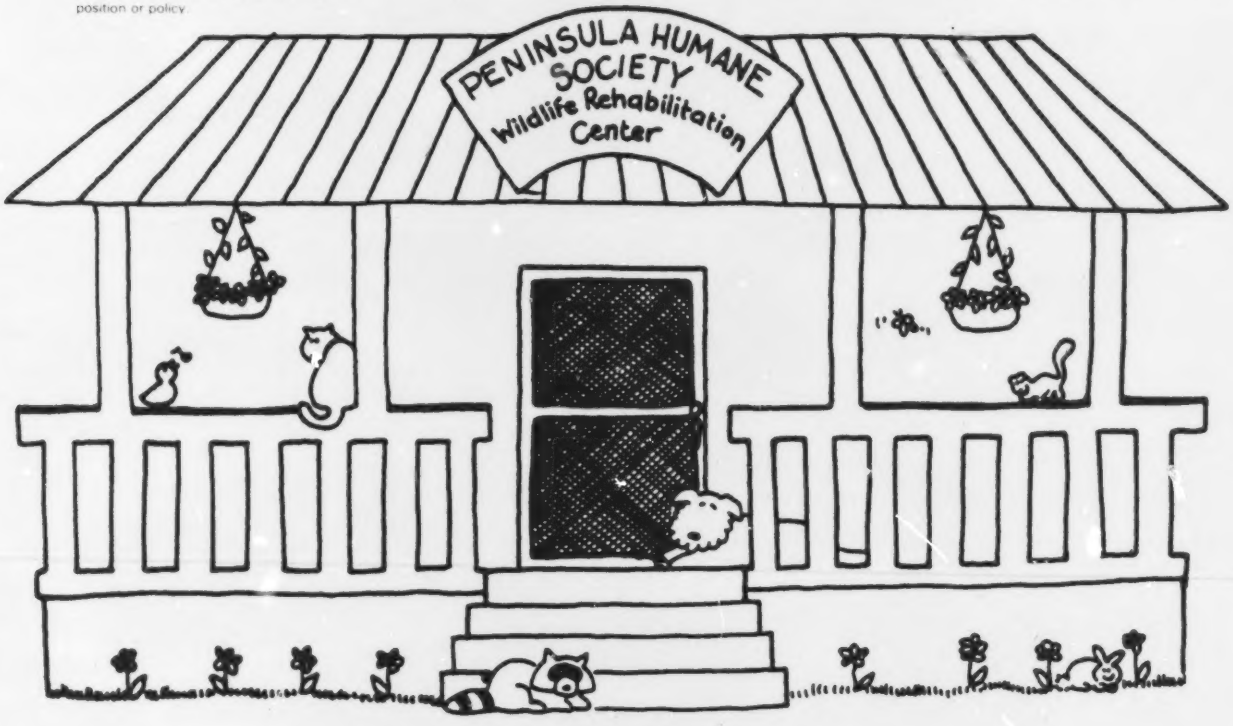
This document has been reproduced as received from the person or organization originating it.

✓ Minor changes have been made to improve reproduction quality.

• Points of view or opinions stated in this document do not necessarily represent official NIE position or policy.

"PERMISSION TO REPRODUCE THIS MATERIAL HAS BEEN GRANTED BY
Kim Sturla

TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)."



SP015220

developed by Dorothy Sammut Tovar
illustrated by Edna Marie Peng
for
Peninsula Humane Society
12 Airport Boulevard, San Mateo, CA 94401 • 573-3720

PENINSULA HUMANE SOCIETY

A NON-PROFIT ANIMAL WELFARE ORGANIZATION SERVING ALL OF SAN MATEO COUNTY

12 AIRPORT BOULEVARD SAN MATEO, CALIFORNIA 94401

(415) 573-3720

Dear Teacher:

Our new program entitled "Our Wild Neighbors" is aimed at helping your students become familiar with wild animals indigenous to San Mateo County, and more importantly, to sensitize them to the responsibilities each has in protecting our wild neighbors.

This teaching unit has been designed to supplement our new program. Included in the packet are numerous worksheets for reproducing, animal fact sheets and curriculum-integrated activity suggestions. We hope you will make use of the material and that your students will find them educational, as well as fun!

The Peninsula Humane Society's Humane Education Department is continually striving to educate and sensitize the public (young and old) about the continuous need for humane care and treatment of all animals. In order to be successful we need your help in making humane education an on-going part of your curriculum.

If we can be of further assistance to you, please contact us at 573-3720 extension 343.

Sincerely,

Kim Sturla

Kim Sturla, Manager
Education/Public Information

Dorothy Sammut-Tovar

Dorothy Sammut-Tovar
Humane Educator

My Very Own Bird

The next two pages contain an excellent children's story entitled "My Very Own Bird," published in the National Association for the Advancement of Humane Education magazine. As a follow-up to the story, we have included the following discussion questions which can be easily adapted to either primary or upper grade levels. We also suggest the bird feeder activity (see below) as a supplement to "My Very Own Bird."

1) What does Nicholas do when he finds the injured bird? What should you do when you find a wild animal that has been injured? What should you not do?
2) Dr. Pickens tells Nicholas that even though Lucky's leg is healed, his heart is broken. What does the doctor mean?
3) Do you think Lucky would be happy living in a cage as Nicholas' pet? Explain. Where is Lucky's natural home?
4) Does Nicholas make the right decision when he lets Lucky go?
5) What does Dr. Pickens give Nicholas to attract the birds to his yard? Why is it important to always keep a bird feeder full of food?
6) What do you think Nicholas learned from his experience with Lucky?

MAKING A BIRD FEEDER

Bird feeders can be easily made from recycled trash. They cost nothing and can be made from things that people frequently throw away. The perfect example is a bird feeder made from a milk carton.

Materials needed:

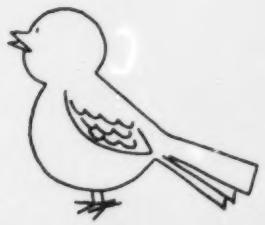
- One ½ gallon milk carton per student
- Pencil
- Scissors
- Hole puncher
- Heavy string or wire

Instructions:

1. Draw the door with a pencil (see picture)
2. Cut along the line
3. Punch little holes in the bottom to let rain water out
4. Using a hole puncher, punch a hole through the top of the carton
5. Insert string for hanging
6. Fill with wild bird seed and hang from a visible spot

A word of caution ..... once a bird feeder has been established, it must be checked and refilled regularly. The birds quickly become accustomed to this free and easy food source and if it is not kept up (especially during winter) the birds will suffer greatly.

My Very Own Bird



By Nancy Gavlik

Nicholas always walked through the park on his way home from school. He often stopped to feed the birds crumbs from lunch that he had saved in his lunch box. The birds would fly back and forth as he scattered the food.

Sometimes he stayed too long and was late delivering his newspapers. *I can't be late today*, he thought, as he tossed the last of the crumbs. *Today is my birthday. I'm ten years old today. Mom always makes a chocolate cake on my birthday.*

Nicholas skipped home. SHUSH, SHUSH, SHUSH, the leaves seemed to say underneath his feet. *Winter will soon be here*, thought Nicholas.

Just then, he saw it! FLUTTER, FLUTTER. It was near the lilac bushes. *What is that?* Nicholas thought. *It can't be the wind.* Slowly he crept toward the fluttering leaves. "It's a bird!" He stepped closer to get a better look. *There must be something wrong with him,* he thought. *He isn't flying away when I get close.* Nicholas moved even closer. FLOP! FLOP! FLOP! was all the injured bird could do.

Thoughts raced through Nicholas' mind. *I can't leave him here alone.* Then he knew what to do. *I'll get Dr. Pickens. He'll help,* thought Nicholas.

Dr. Pickens was a veterinarian. But now that he was retired, he would often spend time in the park with Nicholas, feeding the birds and talking about animals.

Off Nicholas ran as fast as he could. The doctor lived near the park, but today his apartment building seemed so far away.

Thoughts of a person or animal coming along to harm the injured bird flashed through Nicholas' mind as he raced to the doctor's apartment house.

Finally he was there. He dashed up the stairs to the doctor's apartment. He rang the bell. BUZZ! BUZZ! *Please be home*, thought Nicholas.

Nicholas heard footsteps inside. Slowly the faded green door opened. "Why, Nicholas," said the doctor, "you're out of breath. What is the matter?"

"Dr. Pickens, please help!" Nicholas gasped. "Over in some bushes in the park is a bird—a hurt bird. Can you help?"

"Oh, a hurt bird, eh? Well, Nicholas," said the doctor, "let me get my coat, and we'll take a look and see what's wrong."

Together they went back to the park, much slower than Nicholas would have liked. "THERE! THERE he is," exclaimed Nicholas.

The doctor stooped down to get a better look. Carefully he picked up the helpless creature. "Well," said Dr. Pickens, "I would say that this sparrow has a broken leg. We can't leave him here. Come on, we'll take him home. I think I have just the right things to care for him."

Off they went back to the doctor's apartment. The doctor took a cage and put in some soft bedding. Carefully he taped the bird's leg and gently placed him inside the cage. Then he added some water and wild bird food.

"That should do it," said the doctor. "We'll just have to do our best and wait and see now."

Just then Nicholas realized how late it was getting to be. "Dr. Pickens," he said, "I have to go now. But I'll be over after school to see how the bird is doing."

"OK, Nicholas," said the doctor. "Be careful going home."

(continued on backside ....

Peninsula Humane Society Education Department

12 Airport Boulevard, San Mateo, CA 94401 (415) 573-3720

Off Nicholas ran. He smiled to himself. *This is the best birthday ever*, he thought. *I have my very own bird. I think I'll name him Lucky. Yes, Lucky. That's a good name.* He decided not to tell his mother about his Lucky. *I'll keep him as a surprise,* he thought.

Every day after school Nicholas visited Lucky. Then one day Nicholas said, "Dr. Pickens, isn't Lucky ever going to get well? I mean, it's been three weeks now. Aren't birds supposed to sing and chirp? Lucky just sits there and picks at his food. He just isn't right. What is wrong with him, Dr. Pickens?"

The doctor smiled down at Nicholas. "Well, Nicholas," he said, "you see, his leg has just about mended. But now, something else is broken. It's his heart. He wants to go back to his own home. I think it's time for him to leave us."

"But," said Nicholas, "if we do that, I'll never see him again."

"Oh, I wouldn't say that for sure," said the doctor. He brought out a package he was keeping behind the old stuffed chair.

"Here, Nicholas," he said, "you might say it's a belated birthday gift."

Nicholas' eyes widened as he tore off the last of the bright gold paper.

"It's a bird feeder," exclaimed Nicholas. "Thank you, Dr. Pickens!"

"Now," said the doctor, "you can hang it outside your window at home. And, who knows, maybe Lucky will visit you one day. Here, I'll put an orange band on his leg so you'll know it's him."

The next day after school Nicholas met Dr. Pickens outside his apartment building. The doctor had Lucky's cage with him. Together they walked to the park. Slowly they opened the cage. WOOOOOSHHHH! Off Lucky flew, faster than Nicholas had ever seen a bird fly. After he was out of sight, Nicholas and Dr. Pickens stood quietly and looked at the empty cage.

"He'll be fine now, Nicholas," said the doctor. "Come, let's go fix up your bird feeder. You must remember to keep the feeder filled every day. The birds will come to depend on it, and you must not let them down."

"I won't, Dr. Pickens," Nicholas said. Off they went together to set up the bird feeder outside Nicholas' house.

Days passed. Nicholas kept close watch on the feeder. No Lucky. *I'll never see my bird again,* he thought sadly.

Then, one day late in the afternoon, a small sparrow with a bright orange band on his leg came to the feeder. "It's Lucky!" Nicholas shouted. "Lucky's come back!" Nicholas could see that Lucky was healthy and seemed to be doing well on his own.

"Lucky is still my bird," he declared, as he watched the bird perch on the feeder to eat. "Even if I don't have him in a cage. This way, we can both be happy."

Boy, thought Nicholas, *Dr. Pickens is sure a smart man!* ♡

NAME: _____

I'm So Sad!

Please draw me a new home where I will be happy. Tell why you think I would be happier in my new home.

NAME: _____

Let's Go Hunting

Did you know that you can go hunting for animals without using a gun or killing an animal? You can even bring home a trophy of each animal you shoot. We call this PHOTOGRAPHY (fa•tăg'•ra • fi•).

Hunting with a camera is the most rewarding and humane way to hunt for our wild neighbors. Best of all ... the photographs will be your trophies, which will last a lifetime, without ever hurting an animal.

Pretend you are the "hunter" below. Each square represents a photograph. In each square draw a wild animal that you would like to hunt with a camera.

Kindness Code

Solve these math problems and crack the kindness code. First write in the answer to each problem, which shows you a letter that represents each answer. Then go to the space below. The numbers are the same as the answers to the problems. Above each answer, write in the letter it represents. Then you'll learn the secret message!

2 + 2 = L	1 - 1 = M	3 + 0 = B	4 - 2 = T
4 + 3 = H	6 - 5 = R	5 - 0 = F	3 + 3 = E

Write The Message Here

_____ 4	_____ 6	_____ 2	
_____ 2	_____ 7	_____ 6	_____ 0
_____ 3	_____ 6		
_____ 5	_____ 1	_____ 6	_____ 6

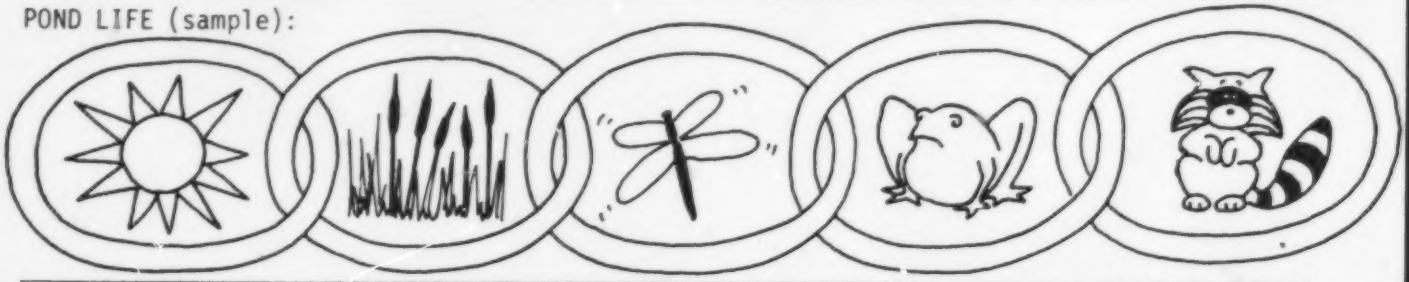
NAME: _____

Who Eats Who?

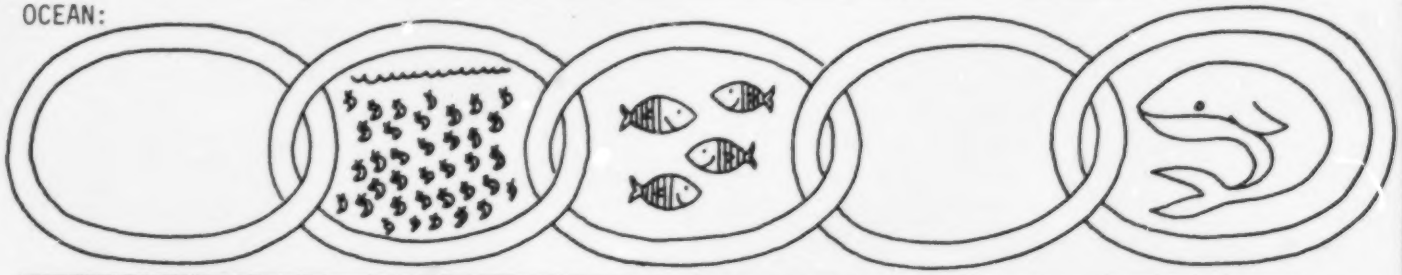
All animals, including people, play an important role in our environment and food chain. People often upset the natural food chain system by using poisons or by over-hunting. When this happens, all the animals in the food chain are affected and the food chain falls apart.

Each of the food chains below represents a different habitat. Except for the sample, each food chain has two missing links. Below are the missing links. Cut them out and paste them in the proper link.

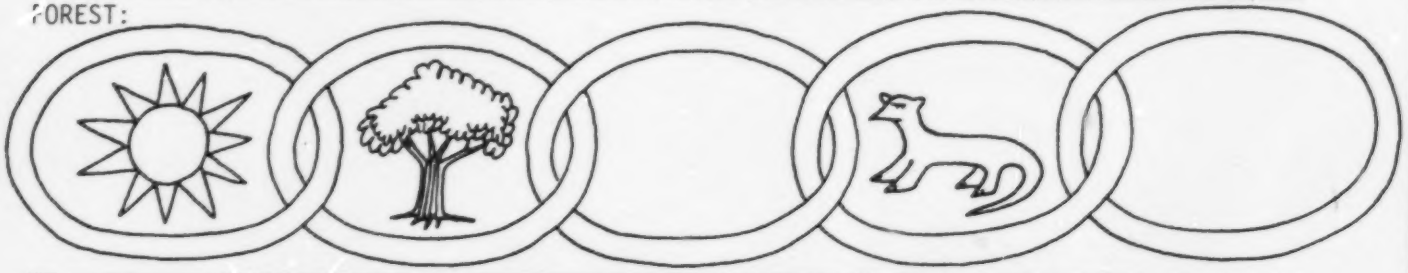
POND LIFE (sample):



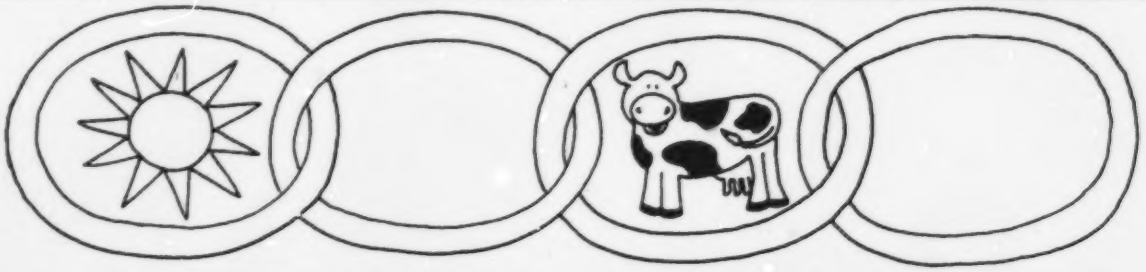
OCEAN:



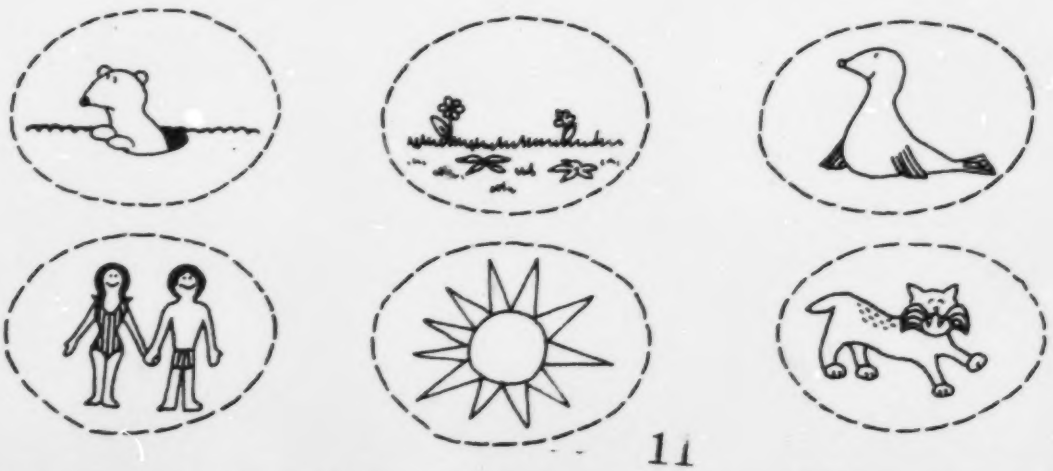
FOREST:



FARM:



Peninsula Humane Society Education Department **12 Airport Boulevard, San Mateo, CA 94401 (415) 573-3720**



NAME: _____

What's Wrong With This Picture?

Look at the scene below VERY CAREFULLY. Can you find ten (10) things wrong? Circle them in GRAY. Can you find four (4) good things? Circle them in PINK.

Peninsula Humane Society, Education Department

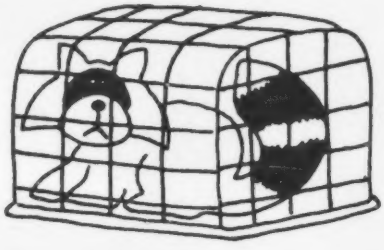
12 Airport Boulevard, San Mateo, CA 94401 (415) 573-3720

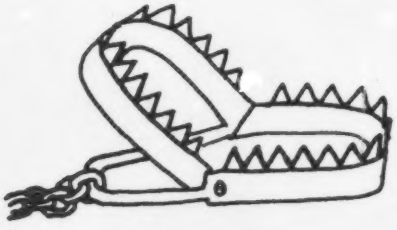
NAME: _____

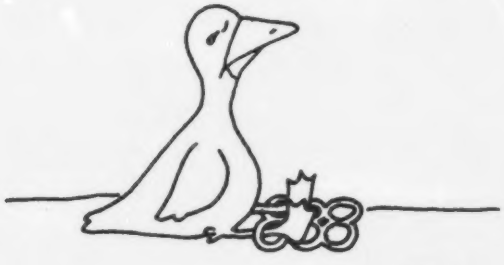
Matching Opposites

Below are two groups of pictures. Group #1 shows five very sad things. Group #2 shows five very happy things. With a BLUE crayon connect those things which are opposites.

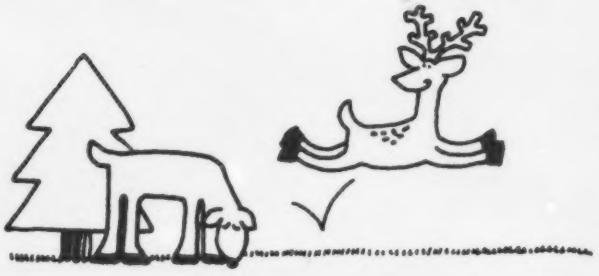
GROUP #1







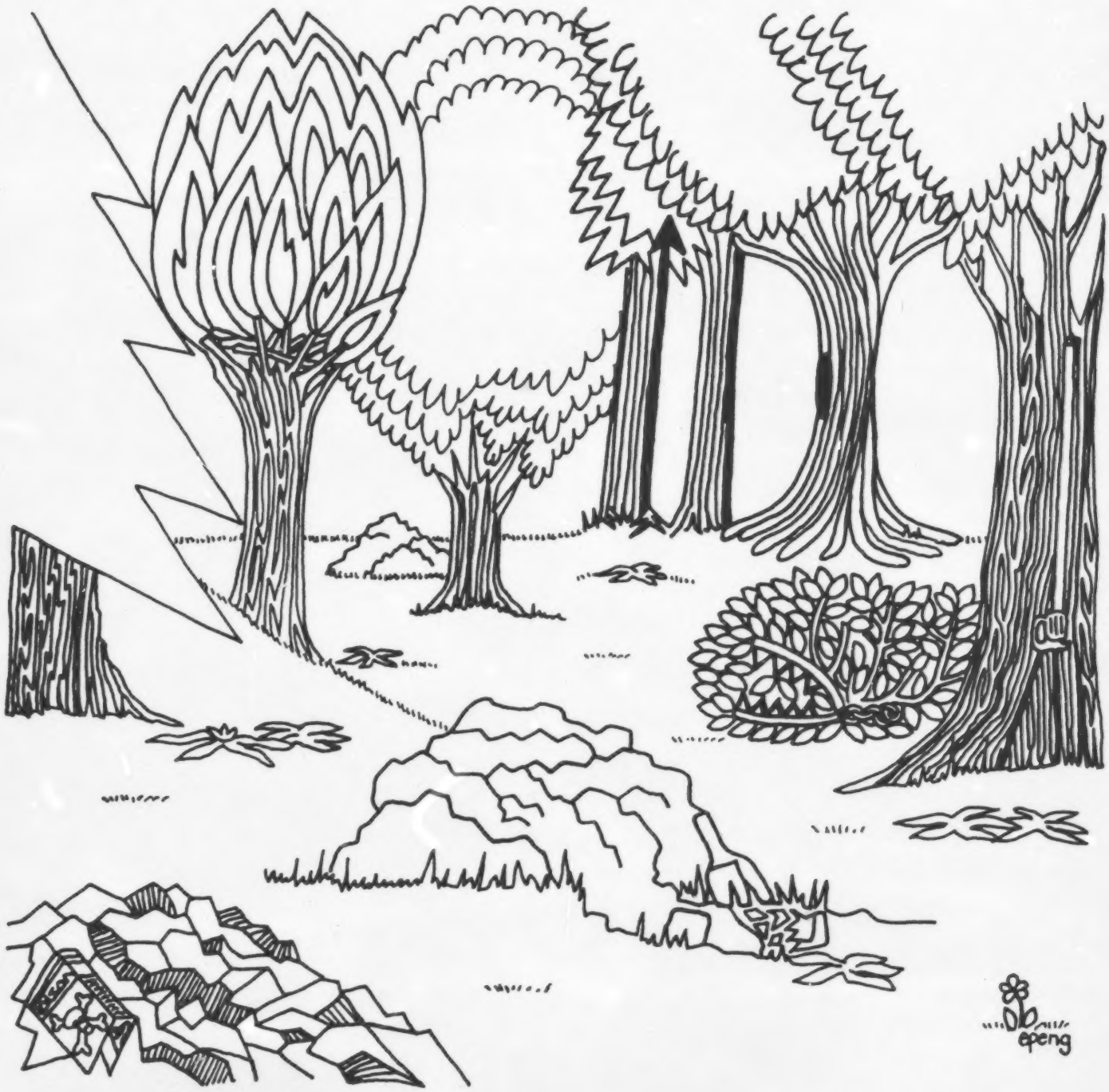
GROUP #2



NAME: _____

Find the Hidden Dangers

In the forest scene below there are six (6) hidden dangers (all people made). Can you find them? As you find them, circle them in RED. After you have found all six (6) dangers, color the rest of the forest scene using natural colors.



NAME: _____

Which Animals Do Not Make Good Pets?

Wild animals NEVER make good pets. With a RED crayon circle the animals that would NOT make good pets.

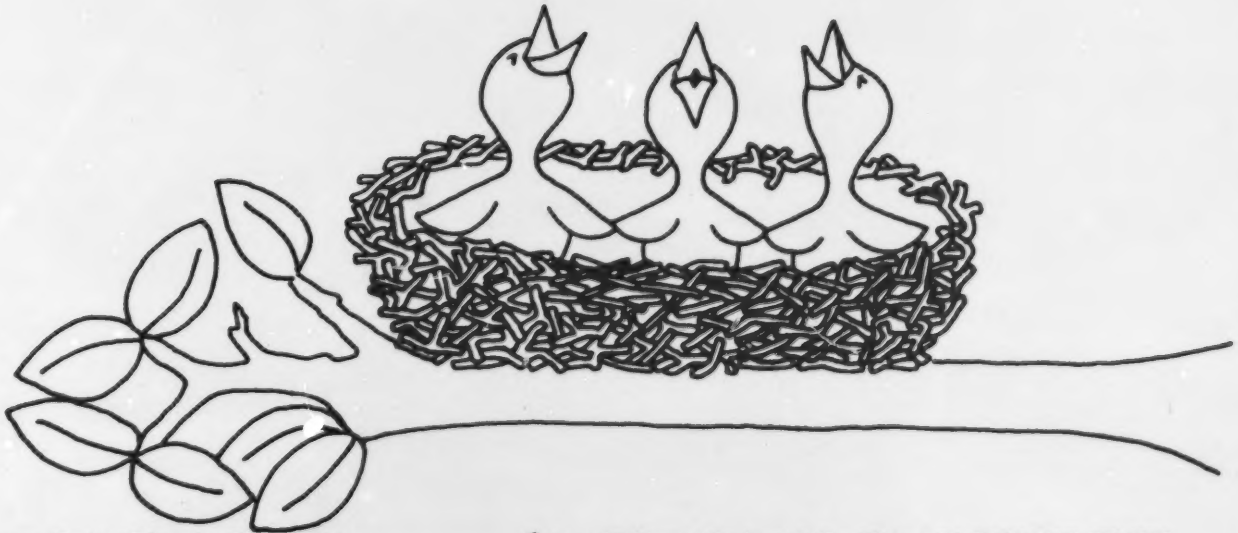
NAME: _____

Helping Hands

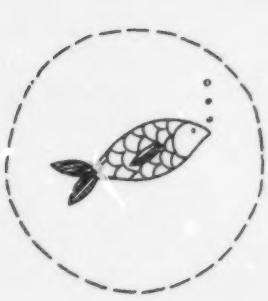
Each spring, many wild animals have their babies, including birds. Spring is the time of year when food is easy to find and the babies have a better chance of surviving. Wild birds usually take care of their babies without any help from humans, but sometimes a baby bird will fall out of its nest or become separated from its parents and be completely helpless.

If you should ever find a baby bird, you must think about how to best help it. Sometimes the parents are nearby, but you can not see them. It is always best to wait a while (one or two hours), before helping the animal yourself. If the parents still do not come to help their baby, CAREFULLY place the baby in a cardboard box with lots of air holes and a lid. Keep it in a dark, quiet place and call the Peninsula Humane Society's Wildlife Rehabilitation Department for further instructions. Our phone number and address are on the bottom of this activity sheet.

BELOW IS A NEST WITH THREE VERY HUNGRY BABIES. DRAW IN THE PARENTS AND COLOR.



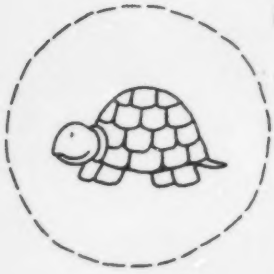
Let Them Be Free

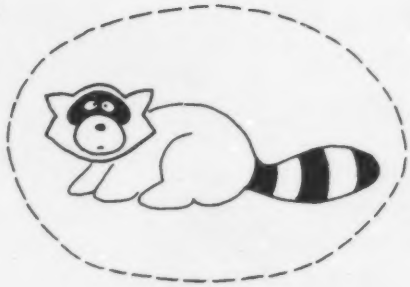


Mother raccoon peers from her tree hole cautiously,
As birdie sits in her nest high in the tree.
Directly below, baby deer is resting peacefully.

Beaver sits proudly in a house of chewed oak,
Outside on a lily pad the bullfrog croaks.
Under the water fish swim, making bubbles,
While up on the rock turtle suns, out of trouble.

Each animal belongs to a home in the scene,
Please put them back, they want to be FREE!



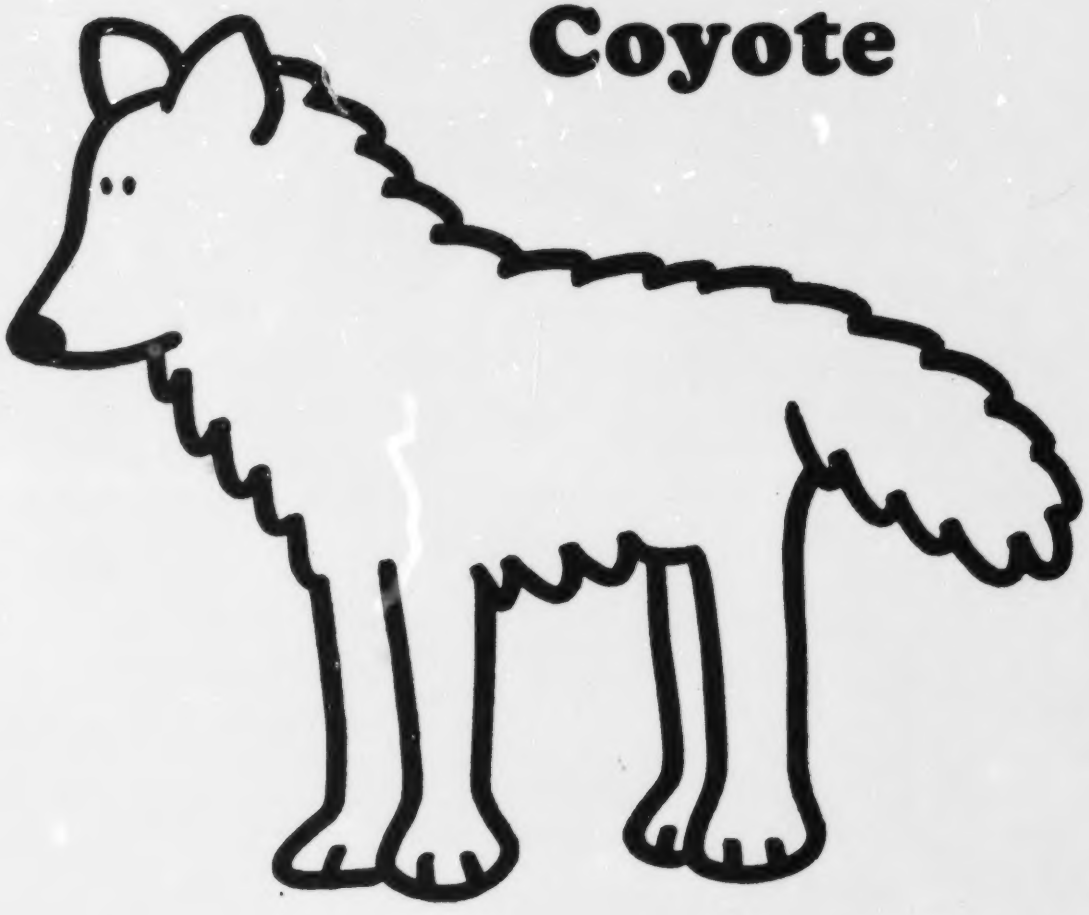


Adapted from an activity by the Animal Rescue League of Boston

Peninsula Humane Society Education Department
12 Airport Boulevard, San Mateo, CA 94401 (415) 573-3720

Name: _____

Coyote



A coyote looks very much like a small dog. Many coyotes live here in San Mateo County. They are important members of our wildlife community because they help to keep nature's balance by eating mice, rats, gophers, and moles. We should let them live free, so that they can continue to do their job.

"Can you write my name?"

Name: _____

Deer

Have you ever seen a road sign that said "Deer Crossing?" It means the road or highway was built across a path made by deers and warns drivers to be careful and to slow down. Families of deer may have used this same path for hundreds of years, visiting a stream or pond every night. Deer need wild places to live where they are not disturbed by people or the noises people make.

"Can you write my name?"

Name: _____ _____

Pelican

Pelicans are very big water birds. They have long flat bills and big throat pouches which they use to trap fish. We can see them perched on posts, rocks and boats along the San Francisco Bay and Pacific Ocean. Sometimes these places are very dirty and polluted with broken glass, fishing wire and hooks, and poison. Pelicans can die or become badly hurt because of these things. Let's help to keep their home clean and safe.

"Can you write my name?"

Name: _____

Raccoon

A raccoon is always busy. It is curious about everything. Raccoons have hands, very much like yours. They use their hands to wash and eat berries and grass, but their favorite foods are fish, frogs, crayfish and earthworms. All these foods can be found in the woods, where raccoons like to live. To help raccoons we must protect our woodland areas.

"Can you write my name?"

Name: _____

Toad

A toad lives in your garden where it is damp, cool and green. Toads catch insects with their long, quick tongues. They are happy in your garden, living free. You can visit them, but leave them there to help your garden.

"Can you write my name?"

Name: _____

Snake

Most people don't think of snakes as friends. This is very sad. Snakes are important helpers who do their part to keep nature's balance by eating small mice and bugs. Few snakes have poison in their bite, but you should be careful around all snakes. Learn which ones cannot harm you. Respect all snakes and leave them alone.

"Can you write my name?"

Name: _____

Squirrel

All squirrels love trees. They love to run up and down the tree's branches. Mother squirrel will build her nest high in the tree where she will raise her babies. She also depends on trees for nuts which she will store underground. Sometimes when she forgets about the nuts she has buried, a new tree will grow.

"Can you write my name?"

Name: _____

Bobcat

A bobcat looks very much like your pet cat. But there is one big difference .... bobcats do not depend on people to survive. They are very good hunters and like to do their hunting at night. We call night time hunters "nocturnal."

"Can you write my name?"

Name: _____

Gray Whale

All whales are marine mammals, meaning that they live in the ocean and breathe air. Some whales can grow to be over 100 feet long. They are very gentle animals and this is why some people call them "Gentle Giants." Every winter, the California Gray Whale travels along our Pacific coastline. You can see them from the shore.

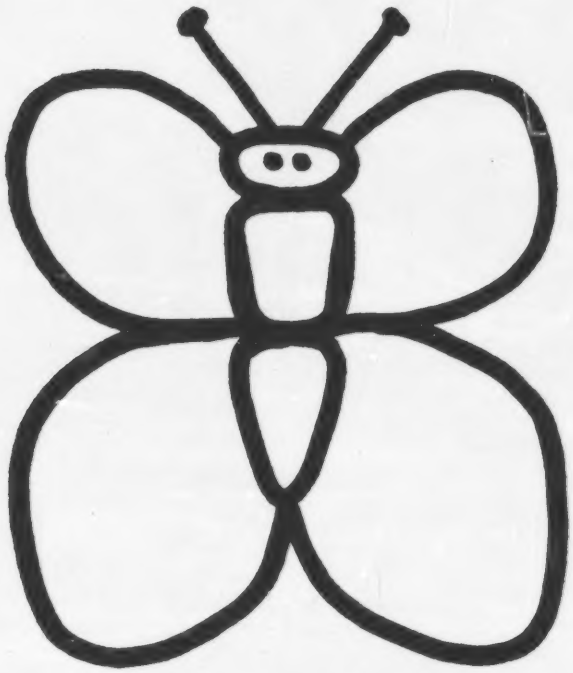
"Can you write my name?"

_____

_____

Name: _____

Butterfly



A butterfly is a very delicate insect. They have a special powder on their wings to help them fly. If a butterfly's wings should touch anything at all the powder will come off and it may never be able to fly again. Butterflies are to be enjoyed by watching, not by touching!

"Can you write my name?"

Language Arts

LEARNER OUTCOME: (1)

Students will identify the main idea in a book about the destruction of animal habitats.

TEACHING STRATEGY:

Share the book Spider Web (see PHS resources below) with students. Elicit discussion as to what is happening throughout the book. Explain to students that the spider's web, which is destroyed in the end, is also her home. How would they like to have their homes destroyed? Is it fair to destroy animals' homes for no reason? How do you think you would feel if someone destroyed your home for no reason?

LEARNING ACTIVITY:

At completion of story, students each share a word that describes how the story made them feel. Discuss what comprised the spider's habitat and why it was destroyed. How could it have been saved?

PHS RESOURCES: Filmstrip - "Leave Them a Flower"; Book- "Spider Web"

LEARNER OUTCOME: (2)

Students will define the words endangered and extinct and identify some animals that are currently endangered.

TEACHING STRATEGY:

Write endangered and extinct on the board and discuss the meanings of the words. Suggest the passenger pigeon as an example of an extinct animal. Elicit discussion about reasons that passenger pigeon became extinct. Provide other examples, of extinct animals (e.g. great auk, Stellar's sea cow) and a list of currently endangered North American animals.

LEARNING ACTIVITY:

Students discuss the meanings of the words endangered and extinct, and how their lives would change if common animals (e.g. dogs, cats, horses, cows, mice, squirrels) became extinct. Then using the list of endangered animals provided by teacher, students prepare class booklet on endangered animals, with each student preparing a page about a different animal. Students should include on the page a drawing of the animal, the animal's name, and one or two words describing the animal.

(continued on backside)

LEARNER OUTCOME: (3)

After role playing a story about a hunting trip, students will recognize that humans have different attitudes about killing animals.

TEACHING STRATEGY:

Read to students The Hunting Trip (see PHS resources below) As each animal is encountered by the hunter and his wife, write the animal's name on the board. When story is completed, review it with students. How does the husband feel about hunting? Why is he hunting the animals? How does his wife feel about hunting? Whose feelings are closer to your own? Why? Review what happened as each kind of animal was encountered. What reasons did the wife give for not killing the animals? Do you think they were the real reasons she wanted to save the animals? If not, why did she want to save them?

LEARNING ACTIVITY:

Students role play story, taking on the parts of the husband and the wife. (Switch roles of husband and wife in story to allow both boys and girls to have the opportunity to take hunter and non-hunter position.) Then students discuss: How did it feel to be the person who didn't want to kill the animals?

PHS RESOURCES: Enclosed activity sheets - "Let's Go Hunting", "Find the Hidden Dangers"; Book - "The Hunting Trip"

Taken from the National Association for the Advancement of Humane Education Curriculum Guide

	(continued) (2) PHS RESOURCES: Filmstrips - "Our Animal Wildlife: Problems and Solutions" , "Whales"	

Social Studies

(1)

LEARNER OUTCOME:

Students will identify and distinguish between wild and domestic animals that live in their community.

TEACHING STRATEGY:

Plan a walking field trip through the neighborhood. Prepare a checklist of various wild and domestic animals. Include some common local animals that the students probably won't see (e.g. snakes, raccoons, moles)

LEARNING ACTIVITY:

Using the checklist, students take a walking field trip through their neighborhood and record the wild and domestic animals observed. When they return to class, students discuss the animals and identify which were wild and which were domestic. Which were harder to find, the wild animals or the domestic animals? Why do you think this was so?

PHS RESOURCES: Filmstrip - "Wildlife in your Community".

For a free set of fact sheets on local wildlife and common domestic pets call 573-3720.

Taken from the National Association for the Advancement of Humane Education Curriculum Guide

(2)

LEARNER OUTCOME:

Students will recognize that all animals in a community depend upon other animals or plants for sustenance.

TEACHING STRATEGY:

Provide yarn and animal name signs. Assign each of twelve students the following roles:

1 sun
5 plants
3 herbivores - field mice
2 carnivores - foxes
1 omnivore - bear

Use strands of yarn to attach each player to every other player who represents something that his/her animal might eat or derive energy from (i.e. sun to plants, plants to mice, mice to foxes, bears to mice and plants). Explain connections and what plants/animals draw from each other in a model natural community. (Remember that plants derive nutrients from animal waste and decaying plant/animal matter so the animals are "food sources" for the plants as well as vice versa.)

LEARNING ACTIVITY:

Pose question: What would happen if any one element in the food web disappeared? Students not involved in web cut the yarn to represent the loss or disappearance of one plant or animal in the web. All plants or animals that depend on that item for food or population control must then be cut.

(continued on backside)

(3)

LEARNER OUTCOME:

Students will identify some potential problems caused by keeping wild animals as pets.

TEACHING STRATEGY:

Show the film "Me and You Kangaroo" (see PHS resources below). After the film, discuss the problems caused by the boy keeping a kangaroo as a pet.

LEARNING ACTIVITY:

Students discuss the movie's conclusion. What might happen to the kangaroo now? Can he take care of himself in the wild? Could a kangaroo be released in a field near your home? What might happen to it if it were? What damage might it do in the community? Students find out what native wild animals are sometimes kept as pets, and write paragraphs describing why it might be difficult to keep one of those animals as a pet.

OUTSIDE RESOURCES: 16 mm film- "Me and You Kangaroo" (order from San Mateo County Office of Education - call 363-5454)

PHS RESOURCES: Enclosed activitiy sheets - "My Very Own Bird", "Which Animals Do Not Make Good Pets?", "Let Them Be Free", "I'm So Sad"

	(Continued) (2) Continue until all have been affected, illustrating the connection of all facets of nature. How are human communities interconnected? PHS RESOURCES: Enclosed activity sheet - "Who Eats Who"	

Health/Science

LEARNER OUTCOME: (1)

Students will recognize the natural habitats of certain wild animals.

TEACHING STRATEGY:

List the following animal homes on the board, identifying each with a picture, if possible:

jungle	swamp
forest	zoo
plain	pond

Provide pictures or plastic models of several wild animals that students can easily identify.

LEARNING ACTIVITY:

As each animal is shown, students identify the animals natural home. When finished, no animal should have been matched with zoo. Discuss: If a zoo isn't the natural home for wild animals, why do some wild animals live in zoos? What can be done to make zoo animals' captive homes similiar to their natural homes? Students use classroom building materials, sand, grass, twigs, water, fallen leaves, etc. to create proper zoo environments for the animals presented, including in each environment those elements that would be part of the animal's natural home.

PHS RESOURCES: Book - "Going to the Zoo with Roger Caras"

LEARNER OUTCOME: (2)

Students will examine the behavior and characteristics of an animal that is commonly hunted and trapped.

TEACHING STRATEGY:

Ask students how many have ever seen a raccoon or pictures of one. Show students a picture of a raccoon and explain that humans relate to raccoons in different ways: some attempt to keep them as pets, some hunt or trap them, some leave food out and enjoy watching them. Provide and share classroom resources on behavior and characteristics of raccoons.

LEARNING ACTIVITY:

As a class, students study life and behavior of raccoons. Then, each student draws a picture of a raccoon in its natural habitat. Use pictures to make class booklet.

PHS RESOURCES: Enclosed coloring sheet for raccoon; filmstrip - "An Endangered Mammal: The Wolf"

Taken from the National Association for the Advancement of Humane Education Curriculum Guide

LEARNER OUTCOME: (3)

Students will identify the animals that are affected by the destruction of a forest habitat.

TEACHING STRATEGY:

Help students identify animals that live in a forest in your state or region.

LEARNING ACTIVITY:

Students create a class mural or a forest habitat, including all of the animals that might be found there. Then, class discusses how each animal would be affected by a human development project in the forest, such as a:

1. shopping center
2. factory
3. condominium complex
4. individual home

Can these projects be built so that they would not disturb the forest habitat? How? Discuss how each project might be designed so that it would have the least environmental impact.

PHS RESOURCES: Enclosed "Find the Hidden Dangeres" activity; filmstrip - "Leave Them A Flower; 16 mm film - "Crack in the Pavement"

Math

(1)

LEARNER OUTCOME:

Students will recognize that the numerical equivalent of the word extinct is zero.

TEACHING STRATEGY:

Provide animal crackers and six paper plates. Put five crackers on one plate, four on another, three on another and so on, leaving the sixth plate empty. Help students count crackers and identify number of each plate. Introduce the word extinct, explaining that when an animal becomes extinct, there is no more (zero) of that kind of animal anywhere on earth. Use dinosaur as an example. Provide animal crackers for each student.

LEARNING ACTIVITY:

Students classify crackers into kinds of animals. When completed, students choose one kind of animal and eat all crackers representing that animal. Relate to the concept of extinction, provide a concrete reason why the animal might have become extinct (disease, over hunting, habitat destruction, climatic change, etc.), and discuss how, once gone, the animals can never be brought back.

(2)

LEARNER OUTCOME:

Students will use more than/less than to interpret bar graphs displaying numbers of wild and domestic animals in their community. This activity follows Social Studies #1.

TEACHING STRATEGY:

Explain more than/less than and how to graph collected data. Write wild and domestic on the board.

LEARNING ACTIVITY:

Students prepare individual bar graphs displaying numbers of each animal observed in Social Studies activity #1. Students then list animals from individual graphs under the two headings on the board. Tally animals in each list to determine which group has more than/less than.

Taken from the National Association for the Advancement of Humane Education Curriculum Guide

(3)

LEARNER OUTCOME:

By counting and comparing numbers of animals that are appropriate pets, students will determine that only a a small number of animals are appropriate to be kept as pets.

TEACHING STRATEGY:

Help students define the word pet, making sure to point out that pets are domestic animals that share our homes, are our friends, and are dependent on us to care for them. Explain that very few kinds of animals are appropriate for keeping as pets. Mount two strips of paper on the wall and label one "pets" and the other "not pets." Provide magazines, scissors, and paste.

LEARNING ACTIVITY:

Students each cut a picture of an animal from magazines. Then, with help from teacher, students identify animals. say whether or not they would be good pets, and paste pictures on the appropriate strip of paper. As a class, students count number and kinds of animals on each strip and identify which list has more/less.

PHS RESOURCES: Enclosed activity sheets - "Which Animals Do Not Make Good Pets" "Kindness Code", "I'm So Sad"

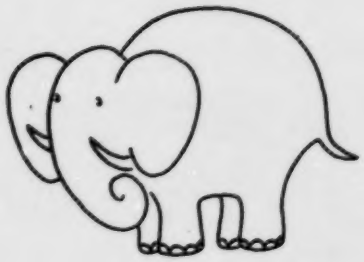
Glossary

Captivity	confined to a cage or unnatural home
Domestication	a process, taking thousands of years, in which an animal becomes totally dependent and trustworthy of people (example: dogs and cats)
Ecology	the study of how plants and animals relate to their environment and each other
Endangered	not many left of one kind
Environment	the surrounding conditions that make up the place where an animal or plant lives
Food Chain	a sequence of organisms in a community in which each member of the chain feeds on the member below it (example: fox → rabbit → grass → sun)
Habitat	the natural home of a plant or animal which has certain characteristics necessary for their survival
Humane	to be kind, merciful, tender
Mammal	An animal who is warm-blooded, breathes air, has a backbone, has a four-chamber heart, has some fur on its body, gives birth to live young, and nurses its young with milk produced within its body
Marine Mammal	An animal showing all the same characteristics of a mammal, but rather than live on land they live in the water (example: whales, sea otters, seals)
Nocturnal	an animal which is active during the night and is less active or sleeps during the day
Pollution	contamination; often refers to the environment
Protect	to shield from injury or destruction

(continued on backside .....

Peninsula Humane Society Education Department 12 Airport Boulevard, San Mateo, CA 94401 (415) 573-3720

Rehabilitate	to restore to good health or useful and constructive activity; to restore to a former capacity
Steel-jaw trap	a metal device used to trap animals
Trapper	a person who traps animals, usually for their furs



Teacher's Key

KINDNESS CODE:

Let Them Be Free

FIND THE HIDDEN DANGERS:

1) campfire (leaves on tree - left hand side)
2) bow & arrow (tree trunks -2nd, 3rd, 4th from the right)
3) rifle (tree trunk - far right)
4) steel-jaw trap (bush)
5) broken glass (rock in center)
6) box of poison (rock on far lower left)

MATCHING OPPOSITES:

1) polluted beach - clean beach
2) caged raccoon - free raccoon
3) steel-jaw trap - no hunting/trapping sign
4) tangled duck - free ducks
5) dead deer - free deer

WHICH ANIMALS DO NOT MAKE GOOD PETS?

1) whale 2) octopus 3) snake 4) raccoon
5) giraffe 6) elephant

WHAT'S WRONG WITH THIS PICTURE?

1) bulldozer plowing down trees
2) no camping
3) three wheeler motor bike
4) pieces of wood with nails protruding
5) people throwing rocks at seals
6) overflowing trash can
7) children collecting starfish
8) dead birds on sand
9) broken glass on sand
10) gull tangled in six-pack holder

WHO EATS WHO?

1) Ocean -*sun/plankton/fish/*seal/whale
2) Forest - sun/tree/*gopher/weasel/*bobcat
3) Farm - sun/*grass/cow/*people

* indicates missing link

LET THEM BE FREE:

1) raccoon
2) bird
3) deer
4) beaver
5) bullfrog
6) fish
7) turtle

Peninsula Humane Society Education Department 12 Airport Boulevard, San Mateo, CA 94401 (415) 573-3720

PHS Films/Filmstrips for Loan

The following films and filmstrips belong to the Peninsula Humane Society' resource library and are available to teachers for FREE loan. To reserve any of the below, please call 340-8130. Films must be picked up and dropped off (NOT MAILED) by a school representative. Filmstrips can be transferred through the postal service. Both must be returned within 10 days.

"Crack in the Pavement"

16 mm film; 8 minutes
This animated, silent film involves a young boy whose home is in the city. He leads an ordinary life, accepting his environment passively. But, an incident awakens him and an awareness develops of the living things around him.

"Leave Them a Flower"

Filmstrip/cassette; 5 minutes
Statement on our environment. Includes music. No narration.

"Wildlife in Your Community"

Filmstrip/cassette; 10 minutes
Helps to familiarize the child with some of the wild animals living in or near their community. Also develops an awareness of the needs and habits of these animals.

"An Endangered Mammal: The Wolf"

Filmstrip/cassette; 10 minutes
Cites reasons many people fear the wolf; portrays value of the eastern timber wolf; shows what people have done to endanger this animal, as well as how people attempt to protect it.

"Our Animal Wildlife: Problems and Solutions"

Filmstrip/cassette; 12 minutes
Defines threatened, endangered and extinct species; shows factors leading to these classifications; portrays what can be done to save wild animals in danger of extinction.

"Whales"

Filmstrip/cassette; 15 minutes
This National Geographic filmstrip offers an introduction to the behavior of whales and their adaptations to the marine environment. Explains the diversity of whales and how they are classified into two main groups: toothed and baleen. Also examines the protection of whales

"Deep Voices"

Record album; all ages
Contains recordings of Humpbacks, Blue and Right Whales. None of the sounds on this record have been changed in any way. They are exactly as they would sound to the whales. They have been recorded with a hydrophone (an underwater microphone) which makes it possible for our ears to hear underwater.

Peninsula Humane Society Education Department 12 Airport Boulevard, San Mateo, CA 94401 (415) 573-3720

Wildlife Resource List

BAYLANDS NATURE CENTER c/o Palo Alto Junior Museum 1451 Middlefield Road Palo Alto, CA 94301 329-2506	Field trip to a nature preserve.
CALIFORNIA ACADEMY OF SCIENCES Golden Gate Park San Francisco, CA 94118 221-5100	Guided tours through the Academy.
COYOTE POINT MUSEUM Coyote Point San Mateo, CA 94401 342-7755	In-school visits and guided tours through the museum.
DEFENDERS OF WILDLIFE 1244 19th Street, N.W. Washington, D.C. 20036	Literature on wild animals and wildlife issues.
HUMANE SOCIETY OF THE UNITED STATES 2100 L Street, N.W. Washington, D.C. 20037	Education literature, posters and films.
NORMA TERRIS EDUCATION CENTER Box 98 East Haddam, CT 06423	Literature on endangered species. Publishes Humane Education magazine for teachers and KIND News for children.
PENINSULA HUMANE SOCIETY Humane Education Department 12 Airport Blvd. San Mateo, CA 94401 573-3720	Films, filmstrips and books available for free loan to teachers.
SAN FRANCISCO ZOO Zoo Road & Skyline Blvd. San Francisco, CA 94132 661-2023	Classroom visits with animals and lecture. Also provide guided tours through zoo.

Storytime Books

- LEAVE HERBERT ALONE by Alma Marshak Whitney

  Jennifer, a little girl, kept trying to befriend Herbert, the cat next door. So spirited were Jennifer's attempts that Herbert was terrified at the sight of the little girl. The way Jennifer discovered to make friends with Herbert will help youngsters who have found themselves in similar situations.

  Discussion: Using the poster "How To Meet A Dog" (included in packet) and the film "Animals Can Bite," discuss proper ways to approach a dog or cat.

- BE NICE TO SPIDERS by Margaret Bloy Graham

  When Billy left his spider, Helen, at the zoo, the animals suddenly became happy and contented. The lions snoozed all day, the elephants enjoyed their baths, and the zebras ate their hay in peace - all because Helen was spinning webs and catching flies. But one day the Keeper swept away Helen's webs for the inspection tour. Children will be fascinated and amused by the way Helen solved the problem and won a permanent place of honor for herself in the zoo.

  Discussion: All animals have an important job to do and because of this they are an important part of our environment. Discuss the jobs of other kinds of animals, including humans. Ask children why is it that people often dislike certain animals, such as: insects, snakes, rodents, etc. Is this right? Shouldn't we respect all animals, even if they are not cute and cuddly? Good lead into prejudices some people have against other people.

- MICHAEL by Liesel Moak Skorpen

  Michael is walking through the fields one day when he discovers a baby rabbit whose nest has been destroyed. He builds a cage for the rabbit and feeds it, then sets his alarm clock for a nighttime feeding. When the thunder wakes him, Michael is tempted to wait until the storm ends to go outside and take care of the rabbit. Michael must make the decision of braving the storm which he fears or waiting until morning.

  Discussion: Since the rabbit is a wild animal, should Michael keep it as a pet? Explain that wild animals DO NOT make good pets and that they prefer to be free. Read to children "Where The Wild Things Shouldn't Be" poster which is included in this packet.

- THE LAST FREE BIRD by A. Harris Stone

  The last free bird's moving tale which tells of the land changed ... the bubbling brook spoiled... the crisp clean air polluted ... the dense forest paved. A beautiful poignant plea for protecting the natural beauty and wonders of our land.

  Discussion: Wildlife and our environment is everybody's responsibility. Discuss how we must all do our share in caring for and respecting all living things. Discuss endangered wildlife (see Math activity #1)

- THE DEER IN THE PASTURE by Donald Carrick

  Each morning the deer came and watched the cows in Mr.Wakeman's pasture. One day a deer joined the cows and, in the evening, followed the herd into the barn. Mr. Wakeman's grandchildren liked to feed the deer, and the deer soon came to trust them. But as deer-hunting season approached, Mr. Wakeman realized that the animal must be returned to the wilderness and taught not to trust people anymore.

  Discussion: Should Mr. Wakeman have allowed his grandchildren to feed the deer? What should they have done instead? Discuss why it is not safe for wild animals to trust humans. Find out how the children feel about people hunting animals. Ask them how they would like it if they were hunted.

- THE TENTH GOOD THING ABOUT BARNEY by Judith Viorst

  When Barney, the cat, died everyone was very sad. They did what most people do when a cat they like dies. They had a funeral. They then tried to think of good things about Barney. They wanted to remember him as he was; and they thought about some other things, too. An excellent book to help children understand death.

  Discussion: Discuss with children experiences they might have had with the death of a pet. Discuss the tenth good thing about Barney. Help children to understand that this is true with all living things when they die and are placed in the ground.

- THE ACCIDENT by Carol Carrick

  The Accident is a poignant story of a boy's loss of his beloved dog "Bodger" and how he found a satisfying way to express his grief.

  Discussion: How could the accident have been avoided? If Christopher had put a leash on Bodger, would he have gotten hit by the truck? Discuss the importance of leashing dogs whenever they are away from home.

- IT DOES NOT SAY MEOW by Beatrice Schenk De Regniers

  Nine original riddle-rhymes to delight the very youngest reader and listener. Each riddle focuses on a favorite and familiar animal, with clues in verse on a right-hand page, and the answer revealed on the bold double spread that follows. Children will enjoy guessing at the identity of each creature.

  Discussion: Discuss the characteristics of each animal. How are they alike or different?

NOTE: All of the above books are part of The Peninsula Humane Society's library and can be loaned out to teachers. To reserve any of the above, please call 340-8130.

"Our Wild Neighbors" Evaluation

School: _____ Docent's Name: _____

Teacher: _____ Grade Level: _____

Please fill out the following questionnaire. Your response will help us to improve our presentations.

1) Topics covered and vocabulary used in the presentation were:

5	4	3	2	1
very appropriate		appropriate		not appropriate

2) Presentation was:

5	4	3	2	1
very interesting		interesting		not interesting

3) The Teacher's Packet was:

5	4	3	2	1
very useful		useful		not useful

4) What part of the program did you find most valuable?

_____

_____

5) What part of the program did you feel was least interesting to your students?

_____

_____

6) Were visual aids used? _____ If so, were they used effectively? _____

If visual aids were not used, do you think they were needed? _____

7) Please rate the Docent visiting your class on the following areas using the scale of: 5 = outstanding 4 = excellent 3 = above average 2 = average 1 = okay

Interesting _____ Good with kids _____ Friendliness _____

Knowledge of subject _____ Class involvement _____ Organization of subject matter _____

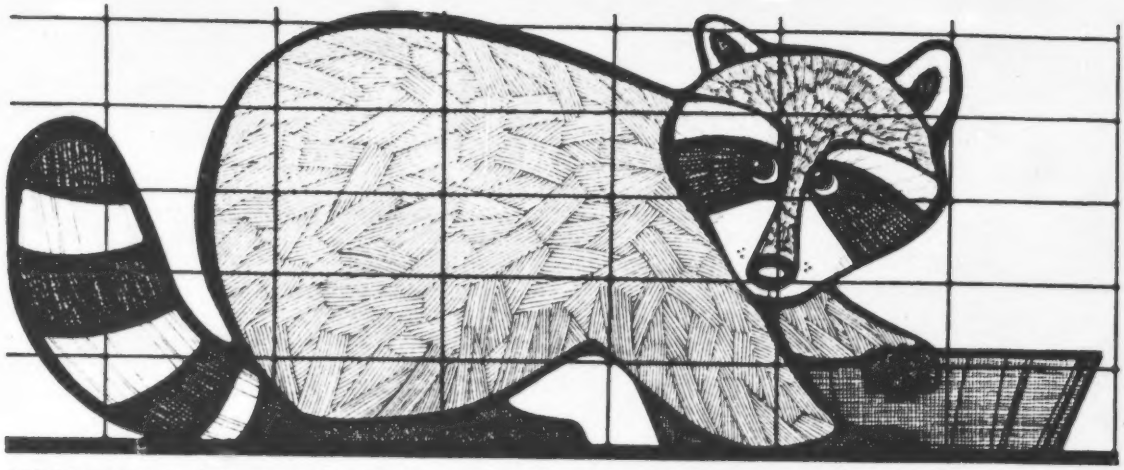
8) Please share any suggestions or criticisms you may have regarding the presentation

_____

_____

_____

Please return to:
Peninsula Humane Society Education Department 12 Airport Boulevard, San Mateo, CA 94401 (415) 573-3720



WHERE THE WILD THINGS SHOULDN'T BE

How would you like to live in a cage
That was just about ten feet square,
With no toys to play with and nothing to do,
Just you and a bed and a chair?
Oh, sure you'd be fed (the same thing each day)
You'd have water (unless they forgot)
And since you would never be going outside,
You wouldn't get cold, or too hot.
But oh, you'd be lonely, just sitting alone
With no one to talk to all day.
You'd remember the trees, and the grass and the breeze,
The places where you used to play.
You'd remember your friends, you'd remember the sky,
And games and strawberries and sun,
And you'd know you could never go skating again
Or go swimming, or ride bikes, or run.
You'd get mad and scream, and throw things around;
You'd kick and you'd pound on the wall.
And your owners would scold you, and say to themselves,
"He isn't a nice pet at all!"
The more you got mad, the less they would like you,
The less they'd remember to care
About if you had water or if you got fed
Or if you were lonely in there.
And then you would know what it's like to be kept
As a pet when you're meant to be free,
And you'd listen when wild things are trying to say
"Please don't make a pet out of me."

Beverly Armstrong